REPORT RESUMES

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FORD FOUNDATION INTEREST AND INVOLVEMENT IN ENGLISH AS A SECOND LANGUAGE, LINGUISTICS, AND FOREIGN LANGUAGE TRAINING IS DESCRIBED. FOUR OF THE FOUNDATION'S NINE PROGRAMS HAVE BEEN INVOLVED IN THESE AREAS. "INTERNATIONAL TRAINING AND RESEARCH" IS CONCERNED WITH IMPROVING AMERICAN COMPETENCE IN THE INTERNATIONAL FIELD. "EDUCATION" HAS ASSISTED LANGUAGE TRAINING IN SCHOOLS. "OVERSEAS DEVELOPMENT" HAS EMPHASIZED ENGLISH AS A SECOND LANGUAGE IN UNDERDEVELOPED COUNTRIES. "INTERNATIONAL AFFAIRS" HAS ASSISTED THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN JAPAN. WORLDWIDE LEADERSHIP IN LINGUISTICS AND LANGUAGE TEACHING IS PROVIDED BY THE CENTER FOR APPLIED LINGUISTICS, ESTABLISHED IN WASHINGTON, D.C., WITH A GRANT FROM THE FORD FOUNDATION. THE AMERICAN COUNCIL OF LEARNED SOCIETIES, WHICH PLAYED A LARGE PART IN THE WARTIME LANGUAGE PROGRAMS OF THE ARMED FORCES, ALSO HAS RECEIVED FORD FOUNDATION SUPPORT. OTHER EXAMPLES OF FOUNDATION SUPPORT ARE GIVEN. (AUTHOR)

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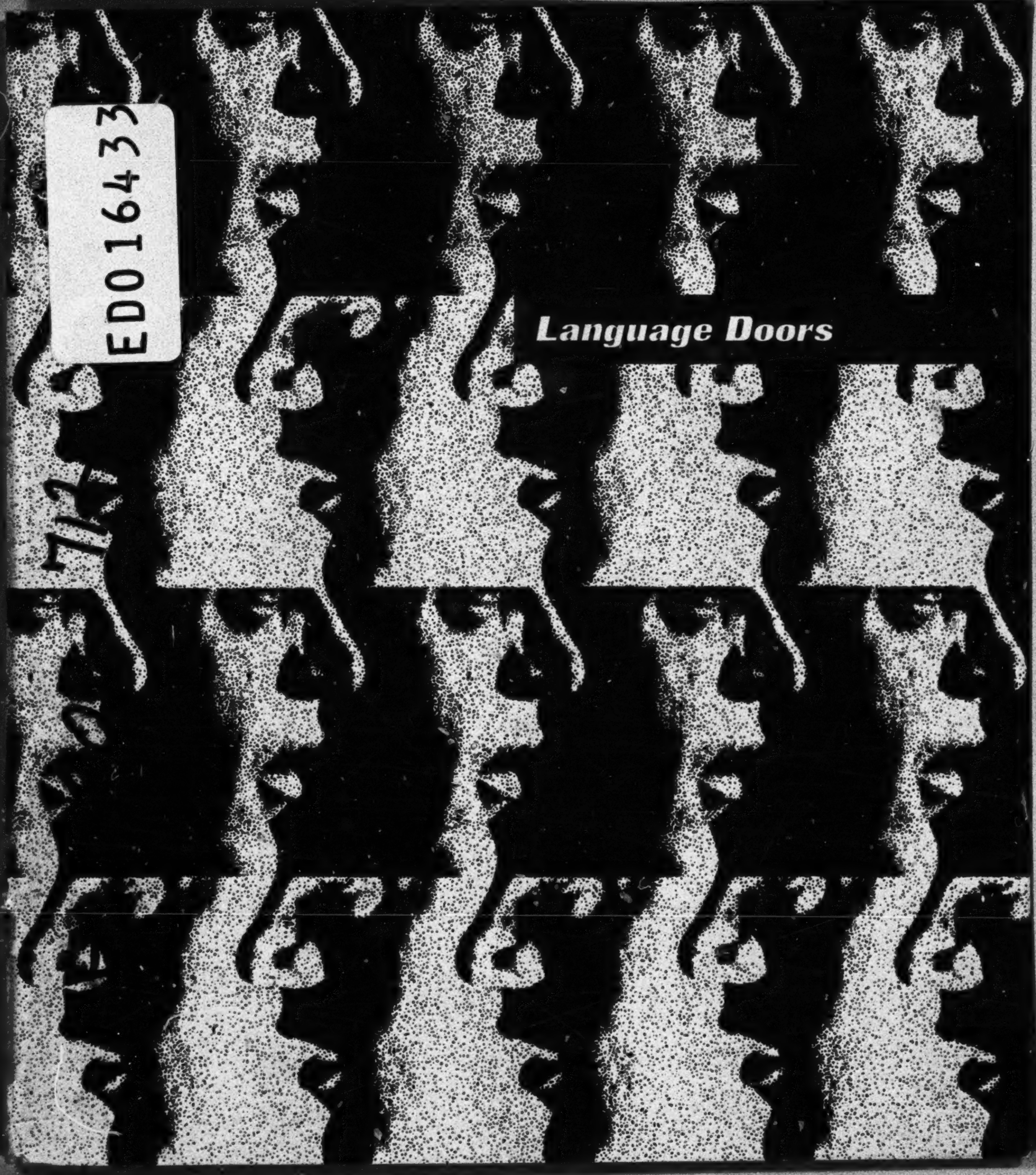

Language Doors

FL 000 712

Language Doors

Language Doors is one of a series of booklets on activities supported by the Ford Foundation. The purpose is to present informally and in a general, nontechnical way the story of some phase of the Foundation's work. Other publications are listed on page 46.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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"The Archives now have substantial samples of about 200 languages on file. Of course, we're not a dragnet—we could never hope to cover all the languages in the world, but must restrict ourselves to those of major linguistic importance. A reasonable goal? About 1,000."

While the Archives are used mainly by scholars, the scope of the project underscores a problem confronting virtually all of humanity—the communication of ideas and the advancement of understanding in a world of innumerable language compartments.

For, linguistically speaking, the world is a bewildering tumult. Its 3,000-plus languages fall into a complex hierarchy of stocks, families, subfamilies, and other divisions, each with unique nontransferable sounds and sound patterns. And although many languages are spoken only by small tribal clusters, 130 are used by more than one million people each, and seventy by more than five million. Three of every five people on earth speak a native language other than the five official languages of the United Nations—English, French, Spanish, Russian, and Mandarin Chinese.

Such language barriers are a dangerous anachronism. Unprecedented political, social, economic, and technological changes have sharply increased the interdependence of the world's peoples and the need for knowledge of foreign cultures, exchange of information, and person-to-person contacts. The result has been a dramatic, worldwide awakening of interest in the learning of languages.

In the United States, this awakening has stimulated a revival of foreign-language study, after years of decline, at all levels of education from elementary to graduate school. Abroad, an increasing number of countries have turned to the study of English as a primary international medium of education, science, technology, and diplomacy.

A Key to Foreign Areas

program between 1952 and 1962 went into academic teaching and research careers.* Others, like Melvin Wachs, went into public service. Wachs, a political scientist and former academician, is now associate director of management institutes in the U. S. Civil Service Commission, where he designs and conducts conferences for senior Federal executives, including many on aspects of international affairs. Much of his knowledge of Asian politics was gained from fellowship study from 1956 to 1958 in Thailand. He and his wife lived with a Chinese family in Bangkok, and also traveled and lived in the northern Chiengmai area for a year. In his research on political organization at several levels, Wachs talked to officials, Buddhist priests, and many others. Not only was he able to perfect his knowledge of the Thai language, but he also learned to converse in various tribal dialects of the border areas.

Yengoyan and Wachs are typical of a large percentage of those in the United States—in the academic, public-affairs, and business worlds—who are expert in their knowledge about the new countries of Asia, Africa, and the Middle East, and Latin America, the Soviet Union, and Eastern Europe. In most cases, they have more than one foreign language at their command, and sometimes five or six.

Apart from the fellowship program, the Foundation has made a series of grants, totaling more than $40 million, to help colleges and universities build non-Western and other international studies into their permanent academic programs. A practical by-product of these grants has been an increased linguistic

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*In 1962 the Foundation transferred the program to the Social Science Research Council and the American Council of Learned Societies. Grants totaling $6.5 million have been made to S.S.R.C. to finance up to 300 fellowships yearly for three years, beginning in the fall of 1963.

Speech is civilization itself. The word, even the most contradictory word, preserves contact—it is silence that isolates.—Thomas Mann

Tucked into one end of the basement of the Social Science Building at Indiana University is a small beehive of soundproofed cubicles and shelf-lined storage rooms. The cubicles—only a little larger than telephone booths—are equipped with microphones and tape recorders. The storage shelves are crammed with boxes of magnetic tape, bearing such exotic labels as Tigrinya, Fanti, Cheremis, Gujerati, Batak, and Kaingang.*

The cubicles and storage rooms house a unique research center, the Archives of the Languages of the World. Aided by a Ford Foundation grant, the Archives staff is collecting and analyzing as many of the world's languages as possible through annotated tape recordings and transcribed samples. Some of the tapes are recorded at the Archives by foreign students and visiting native speakers; others are sent in by more than fifty cooperating linguists and anthropologists in all parts of the world.

After a decade of work, Indiana's archivists have accomplished only a small part of their mission. The founder and director of the Archives, Carl F. Voegelin, describes the uphill battle this way:

"No one really knows how many languages there are in the world, but the usually quoted estimate is 3,000. If anything, this estimate is low—there are at least 600 languages in Africa and 500 in Australia; and Burma, alone, has 200. In the United States and Canada, there are another 200, and I'm referring to the American Indian languages, not to the languages brought in by the immigrants.

*Languages spoken, respectively, in northern Ethiopia, Ghana, eastern Russia, northern India, the island of Sumatra in Indonesia, and southern Brazil.

In both of these fields, American universities have been able to play a key role because of a growing relationship on their campuses between language-teaching and linguistics—the scientific analysis of the sounds and structure of language. Once of interest mainly to academic scholars, linguistics in the past twenty years has radically changed language teaching at all levels of education. New methods based on insights into the nature of language and the specific features of the language under instruction have, to a considerable degree, replaced teaching through memorization of grammatical rules and silent reading of literature.

A new emphasis at American universities on studies of foreign areas has also helped stimulate interest in other languages, particularly those of non-Western peoples. The growing international responsibilities of the United States have been reflected in a widespread academic effort to provide the competence the country needs on a broad range of international problems. For this purpose, clearly, language is a vital tool.

Educational institutions, corporations, foundations, and the Federal Government are all giving increased attention to this need for improved language competence. Since passage of the National Defense Education Act in 1958, the U. S. Government has provided $59 million for university language centers, language training for students and high-school teachers, equipment for schools, and improvement of language-teaching methods and materials. Abroad, six government agencies* run programs in English as a second language (commonly known as E.S.L.) in more than eighty countries.

Among the foundations, Rockefeller, Carnegie, and Ford have given major grants for language-training.

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*The Departments of State and Defense, the U. S. Office of Education, the Agency for International Development, the Peace Corps, and the U. S. Information Agency.

This report concerns the Ford Foundation's interest, which has been in all three major fields – E.S.L., linguistics, and foreign-language training. Four of the Foundation's nine programs have been mainly involved in this effort – International Training and Research, which is concerned with improving American competence in the international field; Education, which has assisted language training in schools; Overseas Development, where the emphasis has been on E.S.L. in the less-developed countries; and International Affairs, which has assisted teaching of E.S.L. in Japan.

Providing worldwide leadership for the new interest in languages is the Center for Applied Linguistics, in Washington, D.C., which was established in 1958 with a grant from the Ford Foundation. Operated by the Modern Language Association, the center has helped bridge the chasm between linguistics and language-teaching, both in foreign-language teaching and E.S.L. The Foundation has also supported the American Council of Learned Societies (A.C.L.S.), whose part in the vast wartime language-training programs of the Armed Forces provided the basis for the modern approach to language study, both in the United States and abroad.

Aram Yengoyan, a young American-born anthropologist at the University of Michigan, has been interested in the Philippines since his undergraduate days. Like many scholars in recent years, he early felt the challenge posed by the basic lack of knowledge in the United States of foreign cultures—specifically the "non-Western" areas outside North America and Western Europe.

After two years of graduate work at the University of Chicago, Yengoyan was awarded a Foreign Area Training Fellowship by the Ford Foundation. With this award, he spent two years in the Philippines gathering material for his doctoral dissertation, which discusses the effects of environment and the cultivation of different crops on social organization among the Mandaya people of Eastern Mindanao.

He obtained his data mainly from field surveys and localized studies in which he interviewed people of the coast and inland areas. He found that as he picked up the languages of the peoples—Cebuano-Visayan,* spoken by five million people in the Philippines, and Mandaya, the language of the Mindanao interior—he was able to learn much about indigenous agriculture (rice in the interior, hemp in the foothills), social organization, authority structure, and religious hierarchy.

Now in the United States, Yengoyan keeps up his language by reading and by conversation with his wife, who comes from the Philippines and whom he met in Chicago. She speaks Cebuano-Visayan, Hiligaynon, and Tagalog. "I still have trouble with the initial 'ng' sound in Cebuano-Visayan," Yengoyan admits ruefully. "But my wife corrects my pronunciation, and I get it right about once in six tries."

Like Yengoyan, close to two-thirds of the nearly 1,200 graduates of the Foundation's Foreign Area Training Fellowship competence among students of many disciplines. For while these institutions now receive broad support from governmental sources under the National Defense Education Act, they also depend on private support provided by foundations for their variety and scope.

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*From Cebu, one of the Visayan islands of the Philippines.

The University of California, for example, which along with Columbia and Harvard received the first long-term Foundation grants to universities for non-Western studies in 1960, now teaches twenty-one African and sixteen Near Eastern languages on its Los Angeles campus (U.C.L.A.). At the Africa Studies Center, established with Foundation assistance, instruction in Afrikaans and Amharic is directly supported by Foundation funds. Main emphasis on Oriental languages is at Berkeley. In addition to the Department of Oriental Languages, which teaches Korean, Japanese, Chinese including Cantonese, Tibetan, and Mongolian, the centers for Chinese and Japanese studies bring together economists, historians, political scientists, sociologists, and anthropologists, and provide language instruction where needed.

The Near Eastern Center at U.C.L.A. affords an example of how the program is run. Here under Gustave E. von Grunebaum, a leading Islamic scholar, students are encouraged to achieve a blend of subject matter and language competence, whether they are emphasizing Near Eastern studies within a general framework, preparing for advanced study, or planning to live and work in the area. Although Arabic, Berber, Ethiopic, Hebrew, Persian, and Turkish are the main languages, the center provides courses in such ancient languages as Aramaic, Hittite, or Syriac, as research tools.

One of the Berkeley projects (supported in part by the Ford grant) — the publication of a series of *Studies in Chinese Communist Terminology* — illustrates how language study helps meet the need to understand what other nations are thinking and saying. Even in dealing with European nations whose thought patterns are similar to our own, "literal" translations often fail to convey the precise meaning of the original. This problem is amplified many times when the original is in a language like Chinese, and the labyrinths of Marxist dialectic make the task of comprehending modern Chinese documentary material forbiddingly difficult. The *Studies,* which elucidate the precise meaning and origin of various terms, offer a practical aid to understanding the views of Chinese leaders.

University staff have also been prominently associated with overseas language projects supported by the Foundation. For example, a survey of West African languages, headed by Joseph Greenberg, of Columbia University (now at Stanford), had as its field director Robert Armstrong, of the University of Ibadan, Nigeria, who has also taught at U.C.L.A. Peter Ladefoged, formerly at Edinburgh University and now associate professor of English at U.C.L.A., also took part in the survey by determining exactly how sounds were made in sixty-three West African languages. In one of the techniques he used, the mouths of volunteers were sprayed with powder, and then photographed to determine the position of the tongue in the pronunciation of various consonants.

Goal: Every High School in Indiana

There was time for one more question at President Kennedy's news conference on Nov. 8, 1961. The President pointed to the correspondent of the *Indianapolis Star:*

> Q. — *Mr. President, the boys and girls of the high school at Columbus, Indiana, sent you a wire a week or so ago in which they reminded you that you had invited them to bring you any problems that they had.* Their problem was that Joseph Turk, their Russian instructor — a very hard-to-find gentleman — was being taken off to be a clerk-typist in the Army. Has their request come to your attention and have you taken any action on it?*
>
> A. — *No, it hasn't come to my attention, and we will give it to the responsible groups. I agree that the problem of bringing teachers in is a difficult one. But I think we ought to let the Defense Department make that judgment.*

The following week, Turk was back in his classroom.

Turk had come to Columbus, an industrial city of 22,000, to be the community's first Russian-language teacher. A short, slim man of twenty-six, he had previously taught English in Indianapolis, had studied Russian at night at Indiana University's extension center, and then at the university's main campus in Bloomington with a National Defense Education Act fellowship. On completion of his Russian training, he had been recruited by the university at the request of the Columbus school board, to help strengthen the community's foreign-language teaching.

The high school now has fifty-nine students of Russian. This reflects one of the fastest-growing trends in American secondary education. In 1954, Russian was offered in less than a dozen secondary schools, public or private, in the United States. By 1963

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*Mr. Kennedy had issued the invitation in Columbus during a 1960 campaign speech, and 125 high-school students took him at his word.

—largely as a result of the psychological impact of Sputnik and of reports of millions of Russians learning English—there were 20,000 students taking Russian in high schools in every state.

Turk's teaching methods incorporate a significant educational development—the "audio-lingual" approach to language-teaching. With this approach, students learn a foreign language the way they learned English, by speaking and hearing it in normal conversation. Reading and writing skills, while still regarded as essential to the mastery of any language, are given less time and emphasis until students have developed conversational facility. "The primary object," Turk says, "is to teach a foreign language not as a written code but as spontaneous communication."

The most important teaching tool in the audio-lingual approach is the electronic tape recorder, which can bring the voice of a native speaker of a foreign language into any classroom. Thousands of American high schools, colleges, and universities now have electronic language laboratories. The language laboratories consist of a number of small booths (each equipped with a tape recorder, microphone, and earphones) and a master console for a teacher. With this equipment and with scientifically devised recorded tapes, the student can be drilled far more intensively than is possible in conventional class recitation, and, equally important, he can check his pronunciation against that of a native speaker. At the same time the teacher, seated at the console, can listen in on any student and correct him without disturbing other students in the laboratory.

As an example of the audio-lingual approach, a lesson in one of Turk's Russian classes is handled as follows:

—First, the twenty to twenty-five students study the lesson at home with phonograph records. The lesson, designed as an introduction to Russian culture as well as language, concerns a Russian girl at the festive opening day of the Soviet school year.

—The class session starts with a twenty-minute drill in the language laboratory, using material from the lesson. The students practice individually with a tape recording made by a native Russian speaker and containing either sentences to be imitated or questions to be answered.

—The class moves to Turk's regular classroom for thirty minutes of questions and informal conversation, at first dealing with the lesson and then extending the new vocabulary and grammar to other subjects. Turk speaks at normal conversational speed, and the students respond with idiomatic rhythm and intonation.

—Only after the students have mastered the new vocabulary and its proper pronunciation—often a matter of several days—do they write the words down in Cyrillic.

The introduction of Russian and the audio-lingual approach are two aspects of an expanded program in modern foreign languages undertaken by the Columbus school system with the aid of the Columbus School Foundation, a citizens' group, and Indiana University. The university has a long-standing tradition of close cooperation with Indiana's public-school systems, and employs full-time coordinators in five fields—English-language skills, foreign languages, and the social, physical, and biological sciences—to work with local school personnel.

Seven years ago, the Columbus school board decided to strengthen its language curriculum, which then consisted only of three-year sequences of French and Spanish. The plan called for adding a high-school foreign-language wing with a laboratory as its nucleus, increasing modern-language offerings, expanding the language sequences from three to four—and possibly five—years, and upgrading instruction through the use of audio-lingual methods.

"We conferred with the university in the planning and choice of language-laboratory equipment and materials," Superintendent Clarence E. Robbins recalls. "Our teachers approached the whole business of electronic equipment with considerable trepidation, and so the university helped us organize a series of preparatory meetings for them. Faculty members also attended language-teaching institutes and conferences and visited language laboratories in other communities."

The new wing opened in September, 1959. Since then, language enrollment in the Columbus school system has jumped from 300 to 1,000 students in grades nine through twelve, and German and Russian have been added. Language laboratories have been installed in the two junior high schools.

Although Columbus' progress is matched in several other communities, high-school language-teaching in Indiana as a whole is still relatively undeveloped—only one in ten Hoosier students takes a modern language, half the national average. Fortunately, local school officials are showing an increasing interest in remedying this situation, and they have at Indiana University an outstanding collection of foreign-language resources.

In 1962, consequently, the Ford Foundation granted $650,000 to the university for an experimental program to strengthen the teaching of modern languages throughout the state and from the elementary school through the graduate level. A major goal of the program is to have all of the public high schools in Indiana teaching modern foreign languages by 1972.

A related objective is to increase the study at the college level of Asian and East European languages, which still draw relatively few students. "If a student acquires a degree of linguistic and cultural sophistication in high school," says Herman B Wells, retired president of the university, "he can proceed in college, with the proper encouragement and instruction, to acquire a real proficiency in a 'rare' language."

Indiana's program embraces a broad range of activities:

—Expansion of assistance to school systems through workshops and summer courses, newsletters and other publications, and consultation. "One of the big problems," says M. Phillip Leamon, the university's foreign-language coordinator, "is that many foreign-language teachers cannot speak their languages properly. When they studied years ago, the emphasis was on written vocabulary and grammar. Now, we must not only train them in the use of advanced audio-lingual methods, but also help them improve their own speaking competence."

—Recruitment and training of college students to increase the state's corps of high-school language teachers. Scholarships are being offered to college students with the desire and aptitude for language-teaching careers, and the students can earn the master's degree in four years, instead of five, through summer courses and credits for advanced high-school work.

—Expanded offerings in the languages of the Soviet Union, East Europe, and Asia, for prospective high-school and college teachers and foreign-area specialists, and scholarships to encourage talented freshmen to begin study of these languages so they can achieve mastery before entering graduate school. The university now offers courses in nineteen modern foreign languages, and plans to add seven more.

—Research on improved methods of foreign-language instruction, including intensive courses and speed-up techniques.

Among the most potent audio-visual tools at the disposal of high schools, colleges, and even elementary schools is educational television. In the teaching of foreign languages, as in other subjects, the special skills of the best teachers can be made available to thousands of students through this medium. Foreign-language teaching, consequently, has played a major role in the National Program in the Use of Television in the Public Schools, a series of experiments supported by funds totaling $4.4 million from the Ford Foundation and the Fund for the Advancement of Education, an organization established by the Foundation.

Of the nineteen local and state school systems participating in the National Program, twelve offer foreign languages — Spanish, French, or German — to elementary-school children through classroom TV. Most of these systems never before attempted elementary-school language-teaching because an adequate number of qualified teachers were unavailable. With television, it is found, one teacher skilled in audio-lingual methods can teach all the students in a given grade throughout an entire school system.

In Anaheim, California, three specialist teachers are teaching Spanish to 7,800 pupils in grades four, five, and six. To achieve this coverage in conventional instruction would require at least twenty specialist teachers.

Another ETV project, the Midwest Program on Airborne Television Instruction, is making television "stars" of Señor Benito Lueras, Señora Helen Nefkens, Señora Sylvia Herrera Connolly, and Monsieur Zelik Zeff for 100,000 elementary-school children in six midwestern states.

Supported by Foundation grants, the Midwest Program telecasts tape-recorded courses from an aircraft circling over north-central Indiana to schools and colleges within a 200-mile radius. Señor Lueras and Señoras Nefkens and Connolly teach Spanish, and Monsieur Zeff, French, to children in grades three through seven. Their daily, twenty-minute televised lessons are supplemented by individual classroom teachers, using specially prepared teachers' guides.*

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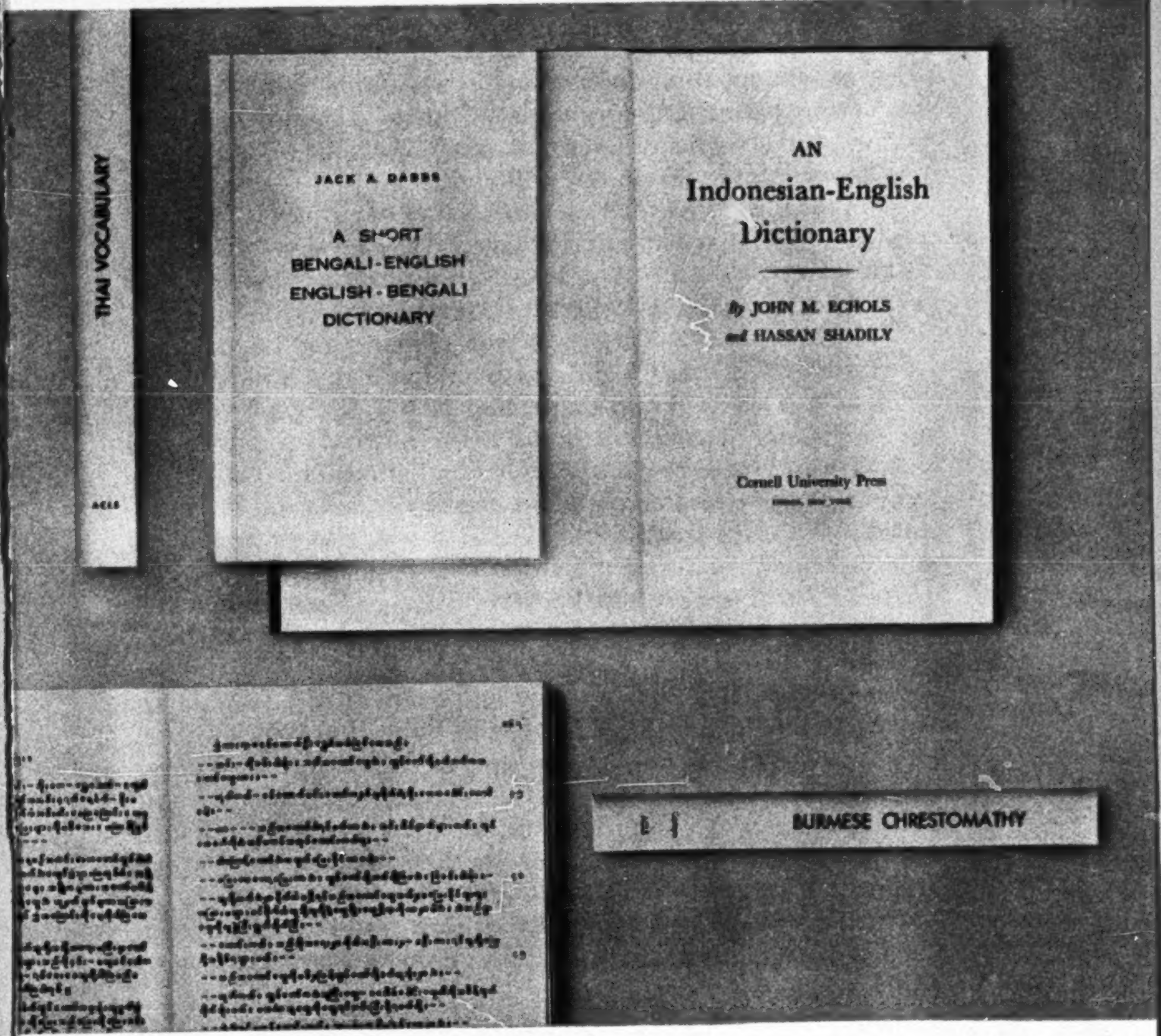
*A fuller account of the Foundation's role in educational television is given in *ETV: A Ford Foundation Pictorial Report* (New York, 1961).

Catching Up With History


THAI VOCABULARY
JACK A. DABBS
A SHORT BENGALI-ENGLISH ENGLISH-BENGALI DICTIONARY
AN Indonesian-English Dictionary
By JOHN M. ECHOLS and HASSAN SHADILY
Cornell University Press
BURMESE CHRESTOMATHY

Hindustani Self-Taught, by Captain C. A. Thimm of the British Army, was designed for "students, officers, civil servants, missionaries, merchants, tourists, and English-speaking residents in India." Using phonetic English, it lists "useful" Hindustani words, phrases, and sentences under a variety of headings. Under *The Washerman,* for example, one will find:

"This is too limp." "You don't put enough starch." "I miss a collar." "See how badly that is done." "You must take it back." "This is badly ironed." "You have torn this dress." "You put too much blue in my linen." "This is not my handkerchief."

Not a word of thanks for efficient service or a job well done.

Captain Thimm's handbook is undoubtedly a relic of the colonial past (it bears no date), but even a few years ago the teaching materials available in the Western world for most Asian and African languages were hardly any better. This deficiency, moreover, was symptomatic of an even more basic problem. In the revolutionary post–World War II world, the United States and the nations of Western Europe were dependent on the languages of the former colonial governments — mainly French and English — to communicate with the peoples of the new nations.

To help remedy this deficiency, the Federal Government began in 1958 to finance research and training in non-Western languages under the National Defense Education Act. To date, fifty-five centers covering seventy-four of the critical unfamiliar languages in thirty-five universities and colleges have received Federal support. The impact of these funds was largely due to the considerable spadework done by such organizations as the Modern Language Association, the American Council of Learned Societies, internationally minded universities, and the Carnegie Corporation, the Rockefeller Foundation, and the Ford Foundation.

In 1952 and 1956, the Ford Foundation made two grants totaling $500,000 to the A.C.L.S. to prepare and publish teaching tools for Oriental and Near Eastern languages. The A.C.L.S. commissioned projects in thirty-eight languages, and some thirty textbooks, readers, grammars, vocabularies, dictionaries, and other instructional aids have been published.

By commercial standards, the sales have been small (in some cases less than 100), but Mortimer Graves, former executive director of the A.C.L.S. and a pioneer in the language field, regards the program primarily as a stockpiling operation analogous to the stockpiling of critical natural resources. "The grants enabled us to put aside commercial considerations," Graves explains. "The fact that only a handful of people use these readers and grammars immediately is of little importance. The main consideration is that they be on hand when they are needed." In the past year or two, Graves' point has been substantiated by the growing use of the program's materials by the Peace Corps.

The difficulties involved in preparing language-teaching materials virtually from scratch can be seen through the work of one scholar, William S. Cornyn of Yale University, who received A.C.L.S. funds for three projects in Burmese.

Cornyn's first project under the A.C.L.S. program was to create a reader for Burmese-language students from a basic text he prepared to teach G.I.'s Burmese during World War II. (Cornyn, then a young graduate in linguistics, worked on the text with the help of a Burmese whom he discovered — after efforts to locate a native speaker in more orthodox surroundings had proved fruitless — living in a cold-water flat on New York's Lower East Side.)

The current reader presents several levels of Burmese language and style, and the country's life and culture as seen through Burmese eyes. Original sources, many of them tape-recorded by Cornyn in Burma, are included. Thus, the reader has folk narratives, verbatim transcriptions of actual conversations, a day's broadcast from the Rangoon radio, a traditional stage show, chapters from Burmese history, and selections from Rangoon newspapers.

Cornyn's second project, a student's glossary of 10,000 words (in cooperation with John Musgrave), is a supplement to the reader, put together through a word-by-word analysis of its contents. His third project, a full-fledged dictionary of 70,000 entries, had to be drawn from a far larger range of sources. Cornyn and a staff of graduate students combed through Burmese documents, books, newspapers, journals, and tape recordings in search of Burmese words, and had English material translated into Burmese to catch odd terms and new coinages. The only previous Burmese-English dictionary was a century old and of little use.

Cornyn's editing problems were compounded by the fact that Burmese orthography is not settled. "You can find the same word in the same Rangoon newspaper spelled in five different ways," Cornyn says. To arrive at acceptable standards, he coordinated spelling and new coinages with the Burma Translation Society, the official Burmese publishing organization.

Printing, too, was a major problem. The reader and glossary were printed in the United States by an offset process using Burmese-language typewriters. For the much longer and complex dictionary, however, type had to be set in Burma. But despite these difficulties Cornyn's projects have, in a sense, opened up linguistic access by the English-speaking world to a nation of twenty-two million people.

Among other significant Foundation-assisted projects was a study group of language specialists from twelve countries, convened in London in 1959 by the North Atlantic Treaty Organization Parliamentarians' Conference. The group drew up a list of some seventy "essential" African and Asian languages, from Amharic and Arabic to Wolof and Yoruba.

To build a corps of specialists in these languages, the study group urged each NATO country to offer fellowships and scholarships to language students, support university language-training programs, and initiate institutes, summer schools, and seminars for advanced studies. For each language it recommended:

—An elementary text and exercise book based on the spoken language and designed for use with a competent speaker or with recorded speech.

—An introduction to the written language.

—A substantial quantity of graded readings and recordings.

—A bilingual dictionary and a reference grammar.

Language for the Overseas Americans

Four people sat in a classroom at Texas A & M University: a professor and his wife, a linguist, and a native speaker of Bengali (the language of East Pakistan).

The linguist played a Bengali sentence on a tape recorder. First the professor and then his wife translated and repeated it. The linguist and the speaker (the wife of a Pakistani graduate student) criticized their pronunciation and, if necessary, asked them to listen again. When all were satisfied, the linguist went on to the next few inches of tape.

After thirty minutes the group turned to a large picture of a restaurant dinner party. The speaker described the scene, using the words the students had already learned. Each student then described what he could, while the speaker commented on his pronunciation and grammar.

The next exercise was a series of questions by the speaker, with each student responding.

A ten-minute break.

Then, new vocabulary. The speaker pronounced each word separately, then in a full sentence. The students repeated the word and the sentence, while the speaker checked their pronunciation. The sentences became increasingly complex, until they added up to a realistic conversation—two people bargaining with a fruit vendor in a Pakistani market.

Finally, the students moved into a language laboratory for an hour of intensive drill with tape-recorded material. Using dual-track tape, each student could record his voice and compare it with that of the master tape, while the speaker plugged in to help him correct his mistakes.

The professor-turned-student, Jack CoVan, had taught industrial engineering at Texas A & M for fifteen years without having to labor over a foreign language. A few weeks earlier, however, he had volunteered for a two-year stint at the University of Dacca, in East Pakistan, under America's foreign-aid program. His struggle with Bengali was part of an experiment, aided by a grant from the Ford Foundation, to improve the preparation of foreign-aid personnel.

With Federal funds, Texas A & M has since 1954 helped Dacca strengthen and expand its teaching in agriculture, commerce, education, engineering, home economics, and veterinary science. The university has sent twenty-seven faculty members to Dacca as professors or consultants, and has provided training in the United States for seventy-nine Pakistani faculty members.

American university personnel generally embark on foreign-aid assignments well-trained in their technical fields, but with little or no preparation about the human problems of development or about the countries in which they are to serve. As a pilot effort in meeting this deficiency, Texas A & M, in 1960, launched its five-year experiment to broaden the competence of its faculty members serving overseas. Starting with Bengali, the university subsequently added language-training in French and Spanish for families going to projects in Tunisia and the Dominican Republic.

In thirty hectic days, the CoVans received the following intensive instruction:

—ninety hours of Bengali, in two daily periods of two hours each.

—twenty hours of applied cultural anthropology, with emphasis on the adjustment of American families to the Pakistani environment and the values and attitudes of the radically different culture.

—twenty hours on the planning and implementation of technical change, including working relations with Pakistani colleagues, effective educational methods, and the complex problems inherent in changing a traditional society.

— twenty hours on the economic problems of less-developed countries, including the shortages of capital, public utilities, and skilled manpower.

In addition, the CoVans were caught up in a round of social and cultural events with the Pakistani students on campus, and of evening get-togethers with Texas A & M faculty members who had served in Pakistan.

How much Bengali can be taught in ninety hours, using even the most advanced audio-lingual methods?

"The best we can do," says Texas A & M linguist Jack A. Dabbs, "is to give people a start. The best students learn about 500 key words and can make simple sentences. This is not enough, of course, for professional work, but it is enough to conduct simple conversations, and to provide the basis for continued learning in Pakistan."

"To be respected by people," says James Harvey Caddess, a professor of mechanical engineering who learned some Bengali during his four years in Dacca, "you must respect them, and learning their language is a sign of that respect. That applies to wives of American experts, too. The wives' interest in what's going on — and a little of the local language goes a long way in stimulating such interest — can make a big difference between the success or failure of overseas experience for the expert and his family."

To assemble the raw materials for his Bengali course, Dabbs spent ten weeks traveling around East Pakistan with a tape recorder. He returned home with eleven tapes of 600 feet each.

From this material, he prepared a manual and set of teaching tapes, designed not only for instruction in Texas but also for the students' continuing practice in Pakistan. Texas A & M personnel leaving for Dacca are issued their own tape recorders, with extra batteries, and written exercises they can send back for correction. In addition, they are urged to tape interviews in their own professional fields to supplement Dabbs' materials.

As an outgrowth of his Bengali course, Dabbs began compiling a card index of words most frequently used by Americans in East Pakistan. He worked the file into a handy, 180-page Bengali-English and English-Bengali dictionary for use by Americans in the field, and prepared a magnetic-tape edition in which a native speaker pronounces the words.

Perhaps the toughest problem Dabbs faces in his Bengali course arises from the fact that older participants — those in their thirties and forties — have often lost the habit of study. "It can be discouraging for them at times — people highly skilled in their own fields are not used to being stumped," he says.

Established experts taking their talents overseas temporarily are not the only people who may need languages quickly. Another group consists of students planning career specialization on specific countries or subjects. Carol Oman, for example, an attractive nineteen-year-old from Columbus, North Carolina, studied political science at Rutgers University, plans further study in France, and hopes to find a career in the foreign service.

As an additional qualification, Miss Oman spent a summer at Georgetown University learning Moroccan Arabic in a program sponsored cooperatively by eight universities.* Supported by Foundation grants totaling $426,500, the program was designed to reduce the length of time required to master Middle Eastern languages. Intensive courses in Arabic, Persian, and Turkish are given each summer, and additional languages are offered as the occasion demands.

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*Columbia, Georgetown, Harvard, Johns Hopkins, and Princeton Universities, U.C.L.A., and the Universities of Michigan and Texas.

At the 1963 summer session at Georgetown, Miss Oman was part of a class of five, directed by a linguist, Joseph Applegate of U.C.L.A. He was assisted by a young Moroccan research student, Ahmed ben Thami, who conducted conversation classes, asked questions, and corrected the student's replies and accents.

For all the students, Moroccan Arabic was an entirely new subject. It is far different from classical Arabic, or even from the Arabic spoken in the Eastern part of the Arab world. Applegate teaches it in Roman script, emphasizing the spoken language.

Students in such classes meet for three hours a day, five days a week. They spend at least three more hours in the laboratory, and there are frequent "voluntary" sessions on Saturdays. (A story goes that a visitor to the language laboratory listened to a student repeating Arabic words and phrases, then asked a whole series of questions in the language. The student answered fairly well, and it was some time before the visitor suddenly switched to flawless English, explaining that he was the Saudi Arabian ambassador on a surprise tour.)

Students seek these short intensive courses for a variety of purposes. Some have a primary interest in linguistics, and need to pick up the rudiments of several languages. Some, like Miss Oman, plan overseas careers. One young woman is primarily interested in Persian art, and wants a knowledge of the language before visiting Iran.

In six years, the program has attracted 344 students from all parts of the country. In addition, the summer courses provide a valuable testing ground for improved teaching materials and methods, and training opportunities for language teachers.

In the case of Chinese, one of the most difficult languages to master, a special problem was presented in the 1950's by the fact that Americans no longer could go to mainland China for advanced training. In 1956, consequently, the Foundation granted funds to Cornell University to initiate, in cooperation with ten other institutions,* an inter-university fellowship program for advanced Chinese language study on Taiwan. Thirty specialists have been trained under the program.

Closely allied to training is the problem of adequate testing. Under a 1957 Foundation grant to the Modern Language Association, John B. Carroll of Harvard University, a psychologist with a special interest in language-learning, and a colleague, Wai-Ching Ho, worked out a series of tests for Chinese-language instruction. In the spring of 1960, the tests were given on an experimental basis to 233 students at eighteen institutions.

The value of the tests in assessing intensive language-teaching methods was strikingly illustrated by the test for comprehension of spoken Chinese. Six weeks at Yale University's Institute of Far Eastern Languages, where students take thirty hours per week, produced, on the average, the competence attained in a year of elementary training in conventional language courses (three to five hours per week of classroom instruction).

Carroll's tests, supplemented by others developed by Chinese-language teachers following these models, are now being used at most of the forty or so American universities and colleges where Chinese is taught.

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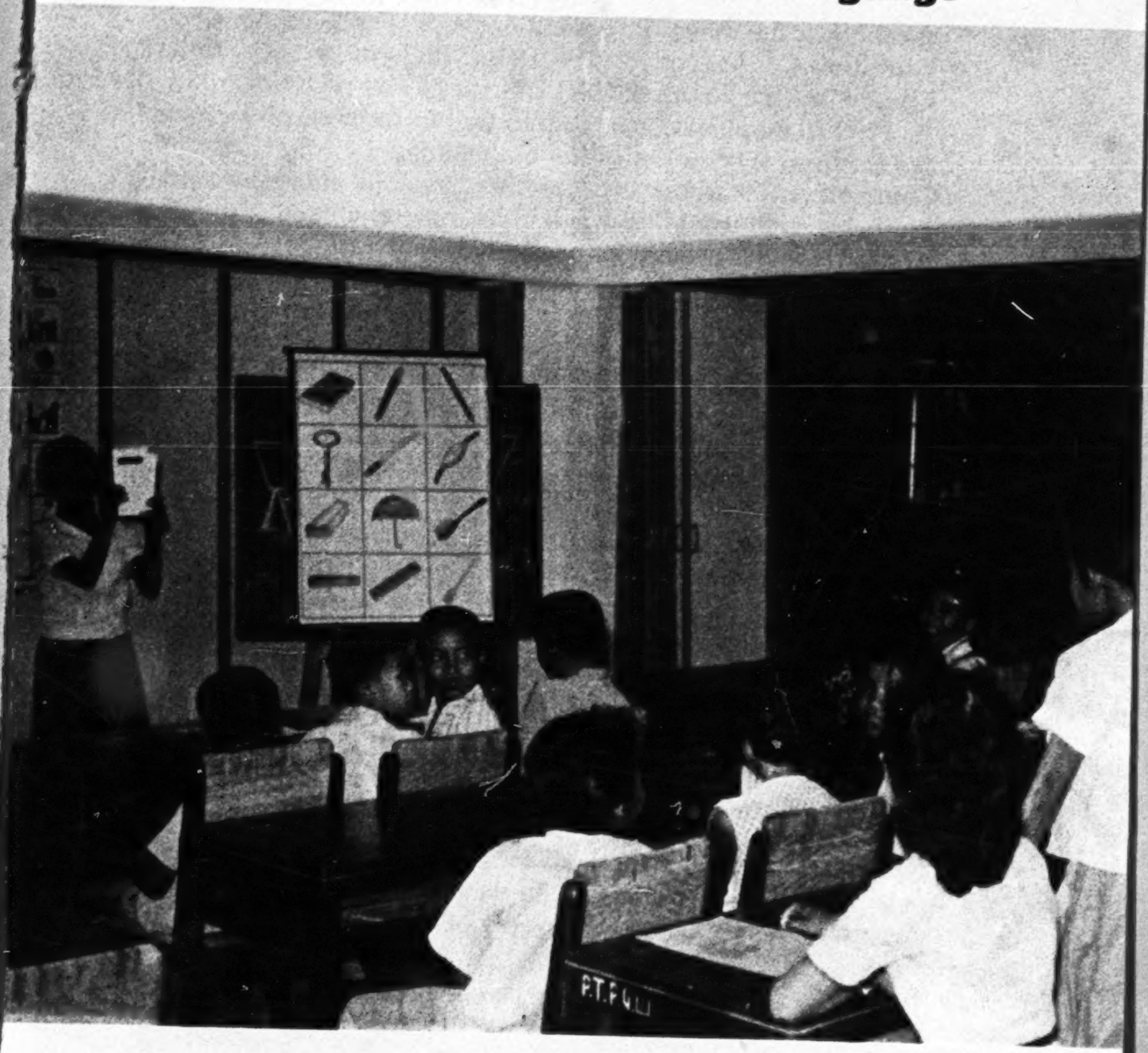
*Universities of California (Berkeley and Los Angeles), Chicago, Michigan, and Washington; Columbia, Harvard, Stanford, and Yale Universities; and Radcliffe College.

The Second Language



Speaking at the inaugural session of the Second Commonwealth Education Conference in New Delhi, in January 1962, India's Prime Minister Jawaharlal Nehru struck a responsive chord.

Nehru emphasized the importance of the English language as a medium of communication both among the countries of the Commonwealth and inside their borders. The conference itself was being conducted in English. The representatives of the thirteen participating countries* endorsed Nehru's view.

The interest of the Commonwealth countries in the teaching of English is a matter of historic evolution. Former British colonies retained English as their language of government, commerce, and higher education. Most of them, moreover, had more than one indigenous language, and English remained indispensable to them as a means of regional communication. In India, for example, the constitution recognizes fourteen major languages.

But the drive to learn English is by no means limited to countries with a history of British domination—Indonesia, for example, a former Dutch colony, has made English its first foreign language. Since World War II, English has become the new *lingua franca* for science, scholarship, and regional and international cooperation and diplomacy.

The problems involved in teaching English to the world's less-developed countries stagger the imagination. In quantitative terms, the areas involved—Africa, Asia (excluding the Soviet Union and Communist China), and Latin America—have about 1.4 billion people, or nearly half the world's population. Moreover, the appropriate methods for teaching English differ markedly from country to country. In each situation, instruction must be grounded on an understanding of the structural and sound differences between English and the learners' native language that may present serious learning obstacles.

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*Australia, Britain, Canada, Ceylon, Ghana, India, Malaya, New Zealand, Nigeria, Pakistan, Rhodesia and Nyasaland, Sierra Leone, and Tanganyika.

For these reasons, the less-developed countries must ultimately meet their English-teaching needs themselves. Each country must develop its own institutions and programs to train native English-language teachers, to devise suitable texts and teaching materials, and to integrate English-language instruction into existing school and college curricula.

The Ford Foundation assists selected less-developed countries in establishing institutions and programs of this kind. Since 1952, it has made grants totaling $4.2 million for English language projects in India, Indonesia, Iraq, Kenya, Lebanon, Nigeria, Pakistan, Syria, Turkey, and the United Arab Republic.

The scope of these activities may be illustrated by the Foundation's assistance to two countries — India, where the objective was to help improve and expand English-language teaching already part of the standard secondary-school curriculum; and Indonesia, where the teaching of English was still in its infancy.

The sixth grade at the Khairatabad High School, in Hyderabad, South India, occupies a small, poorly lit room with stained whitewashed walls and a portable blackboard propped up on a table. The twenty-five boys, eleven years of age, sit on long, low benches without backs; since they have no desks, they support their notebooks on their laps.

One morning, the class had a young guest teacher — Ashok Kumar. Kumar's subject was English, and his lesson was on the contraction "didn't."

On the blackboard he wrote three sentences:

"I didn't go to see my sister."
"I didn't go to see my brother."
"I didn't go to see my uncle."

Kumar had the class read the sentences aloud while he clapped his hands to keep rhythm. Most of the students recited in a singsong and said "dint" instead of "di*d*n't." Again and again he had them read the sentences, while he corrected them in a rising voice, "didn't . . . *didn't* . . . DIDN'T," and switched from clapping to banging the table with a ruler.

Finally, a British English-teaching specialist, J. G. Bruton, who had come with Kumar and was observing from the back of the room, interrupted: "This cacophony is getting you nowhere. You can't tell who's getting it and who isn't. Why not have the students read *one at a time* while the class claps out the rhythm?"

The technique succeeded. Kumar was able to work individually with each student until all could utter the sentences, clearly and rhythmically.

After class, Bruton explained the problem involved to an American visitor.

"The student tends to carry over into English the characteristics of his own language," he said, "and has difficulty in grasping the features of the English language that are not duplicated in his own. In their native language, Urdu, these children say 'I spoke not,' not 'I did not speak.' Obviously, there can be no such thing as an Urdu negative contraction. Although the children may be able to pronounce three consonants together in another context, in this case they not only could not pronounce *didn't,* most of them could not even hear the second *d.*"*

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*For a graphic illustration of the problem in reverse, the English speaker should hold a lighted match about two inches in front of his mouth and say "spot" and "pot." The first word will have little effect on the flame, but the second will blow it out because of the aspirate after the letter *p*. To the English speaker, the difference is inaudible. To an Urdu speaker, the difference is quite meaningful — *pul* means *bridge*, while *p(h)ul* means fruit.

Kumar had come under Bruton's eye in a four-month course at the Central Institute of English, a training and research center established by the Indian government in Hyderabad with the aid of a $685,000 grant from the Ford Foundation. Bruton was one of a team of faculty members provided by the British Council, a cultural organization with extensive experience in teaching English as a second language.

The institute was set up to halt a critical deterioration in India's English-teaching standards. The British had made English the medium of instruction in India's secondary schools and universities in the nineteenth century. After India achieved independence in 1947, however, English-language instruction was sharply curtailed and downgraded in the secondary schools in favor of Hindi and other vernacular tongues. As a result, an entire generation of students has been seriously handicapped at the university level, where English remains a primary medium of teaching and research.

Kumar's course was part of a series conducted by the institute to propagate improved English-language teaching methods and materials throughout India. The class consisted of sixty trainees. Like Kumar, many were secondary-school teachers or administrators who could introduce improvements directly into the schools. Others were faculty members of teacher-training colleges who give courses for prospective English-language teachers. The syllabus included phonetics, language-teaching methods, and literature, and some supervised teaching in nearby schools.

In addition to training, the institute carries on research, particularly in the comparative analysis of English and the Indian languages, to identify the specific learning problems of Indian students and to prepare appropriate teaching materials for use in schools.

Among the structural differences that make English difficult to Hindi and Urdu speakers (and, conversely, Hindi and Urdu difficult to Americans), are the following:

— Hindi and Urdu verbs usually are placed at the end of the sentence.

— Hindi and Urdu adjectives have no suffixes (larger, largest) to denote the comparative and superlative.

— Neither Hindi nor Urdu has a verb meaning "to have" (a typical construction would be "Farmer-to house is").

— Many common English sounds do not appear in Hindi or Urdu (for example, "ay" as in "day" and "th" as in "teeth").

The institute incorporates the results of its research in teachers' handbooks, exercises, wall charts, standardized tests, and tape recordings. Another project is the compilation of a basic modern vocabulary of 3,000 English words as the standard for Indian secondary schools. "Present English-language instruction," explains V. K. Gokak, the institute's director, "is based on obsolete primers and textbooks. Students are expected to know 2,500 English words when they enter the university, but the old list omits many terms necessary for scientific and technical courses — for example, 'gravitation,' 'inflationary spiral,' 'economic depression,' and 'conditioning.' "

Because of India's tremendous size — by 1966, it expects to have 79,500 secondary schools with 14.3 million students — the Indian government is now planning to establish a similar English-language institute for each of India's fifteen states.

Shortly after achieving independence in 1949, Indonesia decided that English would be the country's first foreign language and would be taught in all junior and senior high schools. Unlike India, however, Indonesia had limited experience in teaching English. Its 2,000 English-language teachers had little formal training, and were only a small fraction of the number needed.

Consequently, when the Foundation extended its overseas activities to Indonesia in 1952, English-language teaching was the first field for which assistance was requested. The Foundation responded with the first of a series of grants, which have since reached a total of $2 million and involved as cooperating institutions the Indonesian Ministry of Education, the Institute of International Education, the State University of New York, and several Indonesian teacher-training institutions.

The first step was the provision of short courses to improve the competence of English-language teachers already in service. Between 1953 and 1955, American and Australian specialists offered five-to-eight-week courses to some 1,000 teachers in ten centers. Unfortunately, the results were uneven — some of the Indonesian teachers were so unfamiliar with spoken English that the specialists had difficulty in communicating with them. Also, the centers did not get at the root of the problem — the preparation of enough *new* teachers to meet Indonesia's goal of nation-wide coverage.

Beginning in 1954, therefore, two of the centers — one on Java and one in Sumatra — were converted into permanent two-year experimental institutions to train new teachers. With Foundation and British Council assistance, American and British instructors were assigned to the centers, and thirty Indonesians were awarded fellowships for advanced training in the United States. By 1958, both institutions were staffed completely by Indonesians trained abroad, and other foreign-trained Indonesian specialists held responsible positions in the Ministry of Education and other teacher-training schools. More important, the centers developed scientific methods for teaching English to Indonesians, which have since been extended to teacher-training institutions nationally.

The next step was the standardization of the new methods in Indonesia's high schools, where the bulk of foreign-language teaching takes place. With Foundation support an English Language Materials Board was established by the Indonesian government in Jakarta, supplemented by a Materials Testing Center working closely with a rural junior high school. Together, the two units produced the textbooks, readers, and teachers' guides for a three-year junior-high-school course in English, tailored to the needs of Indonesian students and tested before publication. Work is under way on materials for the senior high schools.

In addition, the Foundation has supported the publication in Indonesia of a paperback Indonesian-English dictionary, and is now assisting the preparation of a companion English-Indonesian dictionary.

Meanwhile, Indonesia's educational system has been expanding at a rate without parallel anywhere else in the world. Between 1951 and 1961, the country quadrupled its secondary schools, from 1,700 to nearly 7,000, and increased its colleges and universities from ten to seventy-nine.

The final and most critical stage in Indonesia's English-language program, consequently, will be the establishment of the additional teacher-training facilities needed to keep pace with this growth. With the assistance of the Foundation and the State University of New York, a graduate school of English as a second language has been established at the University of Airlangga, in eastern Java, which will, in turn, train English-language specialists for other universities and teacher-training institutions. Classes of ten students each graduated from the school in 1962 and 1963, and the school expects to produce about thirty graduates in 1964.

The Resource Base for E. S. L.

Patricia Matthews is a specialist in the teaching of English as a second language. Her novel career began after she had already received a master's degree in Spanish from the University of Oklahoma. Eager to live for a while in a Spanish-speaking area, she signed up for a job teaching English in Colombia, and stayed seven years.

On her return to the United States, Mrs. Matthews won a fellowship from the University of Texas for a special graduate program, one of a series supported by a total of $4 million from the Ford Foundation to help strengthen the resource base – the institutions with prime responsibility for the development of E.S.L. abroad.

"This will be my second M.A.," she said at the time, "but I feel I need specialized training if I'm going to teach English effectively to foreign students."

After receiving her degree, she went to Turkey to work on an English-teaching project under the United States Government's foreign-aid program. Her first assignment was to supervise the intensive training of sixty Turks who were coming to the United States for graduate study in several fields. Her thirteen assisting teachers were the wives of American diplomatic and foreign-aid personnel, most of whom had never taught before and required careful direction.

Mrs. Matthews is now assisting the development at a Turkish normal school of a two-year training program for 250 future English-language teachers, a U. S. Government aid project in cooperation with Georgetown University. She serves as a consultant to the program and gives courses in oral English and language-teaching methods.

Significantly, Mrs. Matthews knew not a word of Turkish before setting foot in the country, but this constituted little handicap for herself or her students. Her training at Texas had been largely in linguistics—the scientific description and comparison of languages—and was designed to prepare her to teach E.S.L., with the assistance of native speakers knowing some English, anywhere in the world.

"Linguistic training gives our students the ability to analyze the structure of any foreign language as well as to understand the structure of English," Archibald Hill, director of the Texas program, explains. "In about six weeks in the field, they can learn enough about the significant features of a local language to teach English to its native speakers. Fluency in the local language is desirable, but not essential. Learning about the significant features of a local language should not, of course, be confused with learning the language itself."

"Since languages are reflections of different cultures, the teacher knows he cannot teach one language simply as the equivalent of another," says Hugo Mueller, who directs a similar Foundation-supported graduate program in E.S.L. at American University, in Washington, D.C. "Therefore he selects situations in which he can use linguistics to analyze the significant differences between the native language and the language to be taught, and then devises suitable teaching drills and materials."

The effective application of linguistics to English-language teaching was the objective of the first grant the Foundation made specifically for strengthening the resource base for E.S.L.

At the time, in 1957, the use of applied linguistics had already had a telling impact on the teaching of foreign languages in the United States. Linguists, or linguistic scientists as they sometimes prefer to be called, had been instrumental in many language-teaching innovations and most of the nation's growing corps of Asian- and African-language teachers were receiving linguistics training.

In E.S.L., however, conflicts of doctrine and practice between linguists and English-teaching specialists were hindering orderly development. The Foundation consequently financed a conference at Ann Arbor, Michigan, that brought together the leaders in both fields for the first time. They agreed on two major courses of action: First, they recognized E.S.L. as a separate professional discipline and set specifications for an M.A. degree with an emphasis on linguistics. Second, they recognized the interrelation of linguistics, E.S.L., and the teaching of other languages, and planned continuing communication among the three fields.

Following the conference, a Foundation survey of the nation's manpower requirements in E.S.L. revealed the need for a national training capacity of 200 specialists annually at the M.A. level, more than six times the output then existing. To help meet this deficiency, the Foundation, in 1959, made grants for the University of Texas and American University graduate programs and for the University of Michigan's pioneering English Language Institute.

Established in 1949 by Charles C. Fries, a noted linguist, Michigan's institute has trained more than 2,500 American and foreign teachers of English. With a fifty-member staff, it now trains about 125 teachers a year in certificate programs lasting one semester and contributes staff to the Graduate School's one-year M.A. curriculum in E.S.L. From thirty to fifty graduate students participate in this curriculum each year. In addition, the institute teaches English each year to about 500 foreign students to prepare them for study in other fields elsewhere in the United States, and undertakes special assignments—for example, preparing Peace Corps members to teach English in Thailand.

The polyglot makeup of the institute's student body is typified by one of Edward Anthony's recent classes in teaching methods. The twenty-five students were natives of Brazil, India, Iran, Japan, the Philippines, Thailand, Turkey, and the United

States. Almost all the foreign students had taught English and were now training to teach other teachers how to teach it.

The Foundation's grant, of $140,000, financed fellowships for foreign and American students and research to improve teaching, teacher-training methods and materials; to devise more effective tests, and to study the application of television and tape-recorders to English-language teaching.

One of the fellowship students was Maria Michalska, who had taught English at the University of Krakow for more than twenty years and had published textbooks on teaching English to Polish children and adults. She had studied English at the University of Krakow, in England during World War II, and then at Vassar College, where she obtained an M.A.

"There is a tremendous need for English teachers in Poland," Mrs. Michalska said. "In our elementary schools, English is taught starting in the fifth grade, and at the University of Krakow, more than 60 per cent of the students study it. I am one of the first Polish teachers of English to study advanced teaching methods and linguistics in an American university, and what I've learned will be most exciting news in Poland."

Tape recorders play the same role in E.S.L. as they do in teaching foreign languages in the United States — they enable teachers to have, in effect, a native speaker in their classrooms. Michigan used part of its Foundation grant to prepare tapes for teaching English to non-native speakers.

Foundation funds have also been used for an experimental closed-circuit television installation that enables the institute to use its intensive English-language classes for foreign students as models for its teacher-training courses. Without the television system, it would be neither feasible nor desirable for more than one or two teacher-trainees at a time to observe a class in action. With television, a large number of teacher-trainees in an adjoining viewing room study the instructor's teaching methods on a large screen.

Other Foundation grants are designed to improve the teaching of English in Japan. The University of Michigan received $286,000, which finances seven or eight fellowships a year for four years to Japanese university teachers of English for training or retraining at the English Language Institute. In addition, the institute is assisting Japanese institutions in introducing modern English-teaching methods and establishing language laboratories. A senior member of the institute staff has visited Japan each year to act as consultant to the project.

"Nearly all Japanese students study English for at least two or three years," says one of the Japanese fellowship recipients, Katsumasa Ikenaga of Tokyo University. "The problem is that most of the teachers cannot *speak* English—they can teach only reading. Japanese universities and colleges are now training English-language teachers to improve their speaking ability and are introducing them to modern teaching methods."

Also to encourage English-language teaching in Japan, the Foundation in 1963 granted $320,000 to the Council on Economic and Cultural Affairs (now the Agricultural Development Council) in New York, for expansion of the English Language Education Council, in Tokyo. The latter group, set up in 1956 to prepare modern English-language materials for use in Japanese schools, now plans to retrain up to 10,000 junior-high-school teachers of English in the next five years; to teach the language to about 10,000 people in government, business, and development posts; and to expand distribution of teaching materials.

In 1962 and 1963, the Foundation made grants to three other American research and training centers in E.S.L.—Georgetown University, Teachers College (Columbia University), and Cornell University.

Georgetown received $350,000 to enable its Institute of Languages and Linguistics, a pioneer in the use of language laboratories and intensive language-teaching methods, to establish the country's first training program at the Ph.D. level combining linguistics, foreign languages, and E.S.L.

There are now forty candidates working toward their degree, including three on fellowships supported by the grant. The first graduate will be available for assignment in the summer of 1964.

"There are still only a half-dozen or so American centers for E.S.L.," explains Robert Lado, the institute's director. "A doctoral-level program is necessary to train faculty members for additional university programs and to establish the field firmly in American higher education."

Teachers College received $148,000 to improve its training program in E.S.L., the nation's largest, by incorporating lessons from its extensive experience overseas. The program's staff has participated in English-teaching projects in ten foreign areas — for example, a project supported by the United States Government in Afghanistan, which involved thirty American teachers, sixty native teachers in training, and 5,000 students.

Since its establishment in 1946, Cornell's Division of Modern Languages has achieved national eminence in linguistics and foreign-language instruction — in fact, it was the first American institution to integrate modern linguistics with the teaching of both standard and non-Western languages. With a seven-year grant of $470,000 from the Foundation, Cornell plans to develop to the same level its research and training interests in E.S.L.

Among the bottlenecks in the development of E.S.L. and of all language-teaching generally, is a national shortage of professional linguistics experts. There are fewer than 1,000 such experts, theoretical and applied, in the United States, and, largely because of the prolonged training required, the output of new Ph.D.'s in the field is only about thirty per year.

Since 1958, the Foundation has made grants totaling $447,000 to the A.C.L.S. to help relieve the shortage of linguists in two ways. One is a fellowship program to enable advanced students to work full-time toward completion of the Ph.D. The other is a program of small grants (about forty annually) for summer study of linguistics, including E.S.L. Most of the grantees have elected to study at the Linguistic Institute sponsored each year by the Linguistic Society of America, with assistance from the A.C.L.S.

To foster greater cooperation among linguists and language specialists, the Foundation helped establish the Center for Applied Linguistics, under the direction of the Modern Language Association. Located in Washington, D.C., the center organizes conferences on various language-teaching problems; coordinates language projects among universities and with governmental agencies; and helps recruit and screen personnel for overseas assignments. It also issues technical reports and bibliographies of available teaching materials; reprints textbooks in Asian languages; distributes a bimonthly news bulletin, the *Linguistic Reporter,* to over 8,000 subscribers, and has produced a series of teacher-training films.

The center also undertook a world survey of second-language teaching—the first comprehensive effort to assess the world's needs and resources in this rapidly expanding field. Among the facts emerging from the resulting mass of material, it was revealed that France—where English is the traditional second language taught in the schools—has more teachers of English in Africa than Britain and the United States combined.

Capitalizing on the survey, the center organized an International Conference on Second Language Problems which has met

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The Ford Foundation Annual Report

About the Ford Foundation: Description of programs and objectives.

American Community Development: Preliminary reports by directors of projects assisted by the Ford Foundation in four cities and a state.

The Ford Foundation in the 1960s: Statement of the Board of Trustees on policies, programs, and operations.

Golden Years?: Experiments and research in problems of the aging.

Metropolis: An account of the Foundation's Urban and Regional program.

The New Teacher: Assistance for new patterns in teacher education.

The Pay of Professors: Report on grants for college teachers' salaries.

The Public Stake in Private Service: An address by Henry T. Heald, president, Ford Foundation.

Scholars' Work and Works: Assistance to publication by university presses and improvement of library resources.

The Society of the Streets: Activities in youth development and delinquency prevention and treatment.

Tapestry for Tomorrow: The Foundation program in the Middle East.

Time, Talent, and Teachers: Experiments in better utilization of school and college teachers.

The Wealth of a Nation: Activities in the Foundation's program in Economic Development and Administration.

annually since 1960. The group, consisting of about twenty representatives of various countries in 1962, predicted "administrative chaos and economic stagnation" in many developing countries unless the teaching of second languages was sharply improved. Calling for a greater resource base in the Commonwealth, Europe, and the United States, the committee urged "... every possible effort ... to develop university departments which will provide the highly qualified 'trainers of trainers' required and ... to improve methods of second-language teaching in the resource countries."

The Foundation moved to implement the committee's statement by making grants to four British institutions — the Universities of Edinburgh and Leeds, University College London, and the University College of North Wales — for development of research and training programs in the teaching of E.S.L.

The teaching of English as a second language is still in its infancy, and the Foundation expects to continue its interest throughout the 1960's by supporting the establishment of model institutions and programs in less-developed countries, assisting the development of the resource base in the West, and encouraging international cooperation to accelerate the pace of progress.

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